

Federal Funding for Purchasing Second Step® Programs



PROGRAM NAME	PROGRAM DESCRIPTION	LEVEL	FORMULA OR COMPETITIVE	PROGRAM INFO	SECOND STEP® PROGRAM ELIGIBILITY
IDEA—Special Education Grants to States	<p>The Individuals with Disabilities Education Act (IDEA) ensures that the educational needs of children with disabilities are served. The goal is to enable children with special needs to receive a free and appropriate education and to meet the same academic standards that all students are expected to meet.</p>	Ages 3–21	Formula from SEAs to LEAs	https://www2.ed.gov/fund/data/awa rd/idea/index.html	<p>IDEA-B funds may be used to pay for contract services for programs involving students with disabilities. All professional development for Second Step® products would qualify. Funds can also be used to purchase supplies and materials needed to implement IEPs or administer and operate programs for students with disabilities. The Second Step® family of programs would qualify for purchase with these funds.</p>
Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies	<p>Title I provides financial assistance through SEAs to LEAs and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.</p> <p>LEAs funnel the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. Title I funds are most often used for reading/ language arts and mathematics support, which includes professional development for school personnel working with children receiving Title I-funded services.</p>	K–12	Formula	https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/title-i-part-a-program/	<p>Title I funds are intended to help close the achievement gap between high- and low-performing students. Although social-emotional learning (SEL) is not an explicit focus of the Title I program, research has shown that social-emotional competencies contribute to higher achievement.</p> <p>Sec. 1114, Schoolwide Programs: Activities that may be supported include: (A) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; and (B) implementation of a schoolwide tiered model to prevent and address problem behaviors and support early intervention services, coordinated with similar activities and services as carried out under IDEA.</p> <p>Sec. 1115, Targeted Assistance Schools: Activities that may be supported include: (A) a schoolwide tiered model to prevent and address problem behaviors and support early intervention services, coordinated with similar activities and services as carried out under IDEA; (B) violence prevention programs; (C) integrated student supports; and (D) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.</p> <p>The Second Step® family of programs falls under allowable uses of Title I, Part A funds, as it aligns with each section to support SEL for both students and educators.</p>
Title I, Part C—Migrant Education	<p>Migrant education funds support high-quality education programs that meet the special needs of migratory children to help them succeed academically in a regular school program, meet the same academic and content standards that all children are expected to meet, and graduate from high school.</p>	K–12	Formula	https://oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/	<p>Migrant Education Program funds may be combined with other federal program funds, including Title I, Part A; Title III, Part A (ELL); Title IV, Part B (21st CCLC); Title VI, Part B (Rural Education); IDEA; and McKinney-Vento Homeless Assistance.</p> <p>Title I, Part C includes helping migratory children overcome disruption to their education, cultural and language barriers, social isolation, health- related problems, and other factors that get in the way of their academic success.</p> <p>Second Step® programs are allowable purchases with Title I, Part C funds if they help migratory students acclimate successfully into the school environment and teachers are prepared to address their specific needs.</p>
Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	<p>The purpose of Title I, Part D is to prevent at-risk youth from dropping out of school and provide dropouts, as well as children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.</p>	K–12	Formula	https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/prevention-intervention-programs-children-youths-neglected-delinquent-risk/	<p>Eligible activities include dropout prevention programs for at-risk children; providing dropouts, as well as youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education; and the coordination of health and social services for such children, including daycare, drug and alcohol counseling, and mental health services. Second Step® programs are allowable purchases when used to address the needs of neglected, delinquent, or at-risk children.</p>

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<p>Title II, Part A—Improving Teacher Quality State Grants</p>	<p>The purpose of Title II is to prepare, train, and recruit high-quality teachers and principals with the goal of improving student success. This includes teacher preparation and new teacher qualifications, recruitment and hiring, induction, professional development, and retention. It also includes improving the skills and knowledge of principals for effective school leadership.</p>	<p>K–12</p>	<p>Formula from SEAs to LEAs</p>	<p>https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/instruction-state-grants-title-ii-part-a/</p>	<p>Title II, Part A funds may be used to provide in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma or students with or at risk of mental illness.</p> <p>Funds can also be used to carry out in-service training for school personnel in addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, chronic absenteeism, and sexual abuse (ESEA Section 2103(b)(3)(I)(iv)). Second Step® programs are allowable purchases based on their comprehensive professional development offerings.</p>
<p>Title IV, Part A—Student Support and Academic Enrichment (SSAE) Grants</p>	<p>Title IV, Part A supports LEAs in offering well-rounded education and fostering safe, healthy, supportive, and drug-free environments; helps LEAs implement mental-health-awareness training programs; and supports LEAs in expanding access to or coordinating resources for school-based counseling and mental health programs, such as through school-based partnership programs for mental health services.</p>	<p>K–12</p>	<p>Formula</p>	<p>https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/student-support-and-academic-enrichment-program/</p>	<p>Per Title IV, Part A funding guidance, an LEA may use funds for social-emotional learning activities, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. LEAs can also use funds to implement schoolwide positive behavioral interventions and supports (PBIS).</p> <p>Activities for which the Second Step® family of programs may be purchased include:</p> <ul style="list-style-type: none"> • Programs that help prevent bullying and harassment • Programs or activities that improve instructional practices for developing relationship-building skills (such as effective communication) and improve safety through the recognition and prevention of coercion, violence, or abuse • Mentoring and school counseling for all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse • Designing and implementing a locally tailored plan to reduce exclusionary discipline practices • Implementing schoolwide PBIS, including coordination with similar activities carried out under IDEA
<p>Title VI, Part B—Rural Education Achievement Program:</p> <ul style="list-style-type: none"> • Subpart 1—Small, Rural School Grant Program • Subpart 2—Rural and Low-Income School Program 	<p>The Rural Education Achievement Program (REAP) is designed to help small, rural districts use federal resources more effectively. Title VI, Part B funds two programs: the Small, Rural School Grant Program and the Rural and Low-Income School Program.</p>	<p>K–12</p>	<p>Formula</p>	<p>https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/#collapseaccordion1one</p>	<p>The REAP Alternative Uses of Funds Authority (REAP Flex) allows REAP funds to be combined with funds from other federal programs for greater latitude in spending to impact student achievement.</p> <p>Sec. 5211, Use of Applicable Funding: LEAs that receive funds under this part may use those funds for any activities authorized under Title I, Part A; Title II, Part A; Title III; and Title IV, Part A or B. Since Second Step® programs are allowable purchases under most of those programs, REAP funds may also be used to purchase them.</p>
<p>Title VIII—Impact Aid</p>	<p>Impact Aid provides formula and competitive grants directly to eligible school districts serving federally connected children on military bases, Indian lands, and in subsidized housing. Special additional payments made to LEAs related to enrollments of federally connected children with disabilities must be used for programs and projects designed to meet the special educational and related needs of these children.</p>	<p>K–12</p>	<p>Formula</p>	<p>https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/</p>	<p>Impact Aid funds do not go directly to federally connected children, but rather support the district as a whole. Districts may use the funds in whatever manner they choose in accordance with their local and state requirements. Therefore, an LEA may use the funds to purchase the Second Step® family of programs.</p>

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<p>McKinney-Vento Homeless Assistance Act</p>	<p>States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youth. LEAs can use funds to provide tutoring and other supplemental education services as well as out-of-school time programming, professional development to educators and staff around the rights of homeless children and youth, referrals to health and other services, programs coordinating services for homeless youth, paying fees and other costs associated with record-keeping, and counseling and other behavioral health services.</p>	<p>K-12</p>	<p>Formula to SEAs Competitive to LEAs or community organizations</p>	<p>https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/education-for-homeless-children-and-youths-grants-for-state-and-local-activities/</p>	<p>The McKinney-Vento Homeless Assistance Act provides grants to support the education of homeless children and youth. These grants can be used for social-emotional learning (SEL) programs that address the specific needs and challenges of homeless students, such as trauma, stress, anxiety, and isolation.</p> <p>The Second Step® family of programs can help homeless students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are essential for academic success and well-being. By implementing SEL programs, schools can foster a positive and supportive learning environment for homeless students that can have an impact on school enrollment, attendance, stability, and achievement.</p>
<p>Promoting Student Resilience</p>	<p>The Promoting Student Resilience program provides grants to local educational agencies (LEAs or consortia of LEAs) to build and increase their capacity to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest in the past 24 months.</p>	<p>K-12</p>	<p>Competitive</p>	<p>https://oese.ed.gov/offices/disaster-recovery-unit/promoting-student-resilience-program/</p>	<p>Promoting Student Resilience (PSR) is designed to support system-wide approaches that link schools, mental health service providers, and community-based organizations to address the comprehensive educational, behavioral, and mental health needs of youth who have experienced trauma related to significant civil unrest in their communities.</p> <p>An increased capacity of enhanced social-emotional supports, combined with other school-based strategies, will offer schools an opportunity to create, strengthen, and maintain safe and supportive learning environments. The Second Step® family of programs and services can serve to support these social-emotional goals by impacting students, teachers, and parents in these communities.</p>
<p>Project AWARE</p>	<p>The purpose of Project AWARE (Advancing Wellness and Resiliency in Education) is to develop a sustainable infrastructure for school-based mental health programs and services. AWARE grantees build collaborative partnerships with the state educational agency (SEA), local educational agency (LEA), tribal educational agency (TEA), state mental health agency (SMHA), community-based providers of behavioral health care services, school personnel, community organizations, families, and school-aged youth.</p>	<p>K-12</p>	<p>Competitive</p>	<p>https://www.samhsa.gov/school-campus-health/project-aware</p>	<p>Grantees leverage partnerships to implement mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that school-aged youth have access and are connected to appropriate and effective behavioral health services. With this program, the Substance Abuse and Mental Health Services Administration (SAMHSA) aims to promote the healthy social and emotional development of school-aged youth and prevent youth violence in school settings, aligning with the Second Step® family of programs.</p>
<p>Bipartisan Safer Communities Act Stronger Connections Grant Program</p>	<p>The Bipartisan Safer Communities Act (BSCA) of 2022 provides historic funding to support state educational agencies (SEAs), local educational agencies (LEAs), and schools in establishing safe, healthy, and supportive learning opportunities and environments. This includes \$1 billion through Title IV, Part A of the Elementary and Secondary Education Act (ESEA) for SEAs to competitively award subgrants to high-need LEAs to establish safer and healthier learning environments and to prevent and respond to acts of bullying, violence, and hate that impact our school communities at individual and systemic levels, among other programs and activities.</p>	<p>K-12</p>	<p>Competitive</p>	<p>https://oese.ed.gov/files/2023/10/23-0083_BSCA-FAQs-approved-April-Final-Updated-October-2023.pdf</p>	<p>Stronger Connections funds may be used to support a schoolwide implementation of strategies to meet students' social, emotional, and academic needs. This includes evidence-based strategies that focus on building trusting relationships and strategies that improve academic outcomes through teaching methods that provide relevant and engaging learning opportunities, consistent classroom and other routines and practices to provide stability, and culturally and linguistically responsive practices that create personalized and inclusive learning environments. All these components are included in the Second Step® family of programs.</p>